

Alice Drive Elementary

251 Alice Drive
Sumter, South Carolina

Grades	PK-5 Elementary School	
Enrollment	616 Students	
Principal	Debra W. Thomas	803-775-0857
Superintendent	Zona W. Jefferson, Ph. D.	803-469-8536
Board Chair	Mr. Greg L. Simonson	803-778-1886

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Good	Excellent*
2008	Average	Good
2007	Average	Below Average
2006	Average	Good
2005	Good	Below Average

* The School's 2009 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

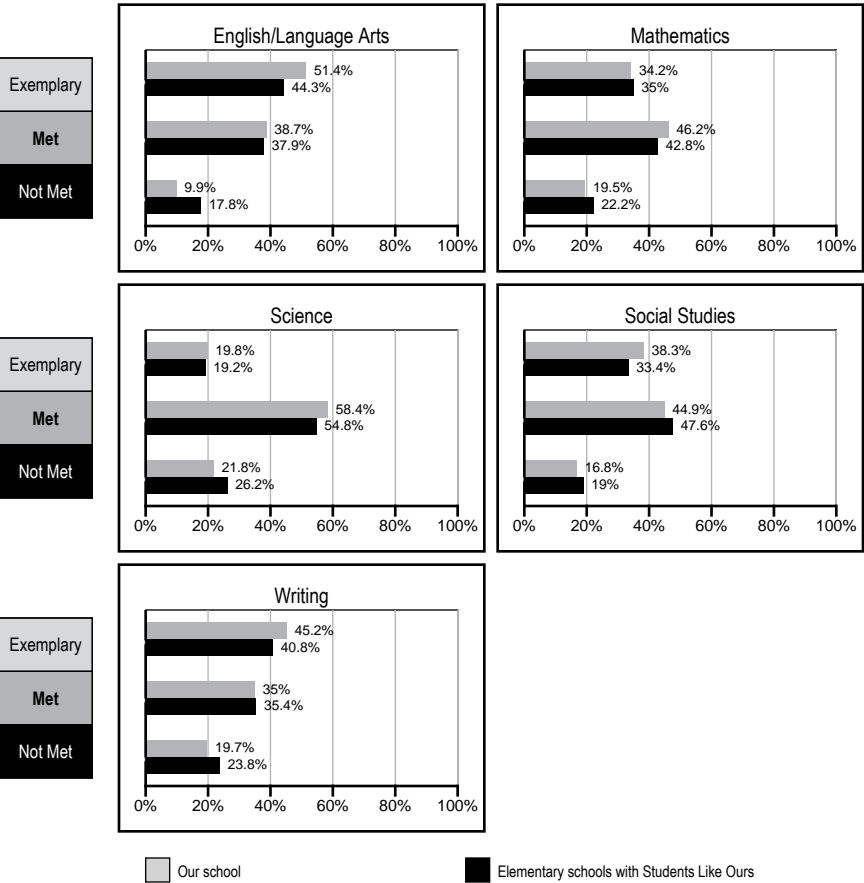
95.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
19	34	41	0	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=616)				
First graders who attended full-day kindergarten	76.5%	Up from 67.0%	100.0%	100.0%
Retention rate	2.2%	Down from 2.7%	1.7%	1.9%
Attendance rate	96.7%	Down from 96.8%	96.4%	96.3%
Eligible for gifted and talented	17.9%	Up from 17.4%	15.0%	10.0%
With disabilities other than speech	6.8%	Up from 6.5%	7.2%	7.7%
Older than usual for grade	1.2%	Up from 1.0%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=44)				
Teachers with advanced degrees	65.9%	Up from 59.6%	61.3%	59.4%
Continuing contract teachers	93.2%	Up from 91.5%	82.9%	80.0%
Teachers with emergency or provisional certificates	2.3%	No Change	0.0%	0.0%
Teachers returning from previous year	91.3%	Down from 91.5%	88.7%	85.9%
Teacher attendance rate	96.5%	Up from 95.0%	95.1%	95.1%
Average teacher salary*	\$47,732	Up 9.6%	\$48,092	\$47,149
Professional development days/teacher	14.2 days	Up from 10.0 days	11.3 days	11.1 days
School				
Principal's years at school	11.0	Up from 10.0	5.0	4.0
Student-teacher ratio in core subjects	16.4 to 1	Up from 16.2 to 1	19.3 to 1	18.8 to 1
Prime instructional time	92.7%	Up from 91.2%	90.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 96.5%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,477	Up 16.8%	\$6,972	\$7,458
Percent of expenditures for instruction**	73.6%	Up from 71.7%	69.0%	68.8%
Percent of expenditures for teacher salaries**	65.9%	Down from 66.4%	62.3%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The year 2008-2009 was another exciting year at Alice Drive Elementary (ADE)! We started the year with a school-wide project on learning about the Northern Right whale which calves off the coast of South Carolina and the legislative process to have the whale named the South Carolina Sea Mammal. Every grade level was involved in the research while selected students in grades 3, 4, and 5 met with our state senator to learn about the legislative process to share with the rest of the school. After a long campaign, the Right whale was named the South Carolina Migratory Sea Mammal.

We were very pleased with the increase in test scores which resulted in ADE receiving the Palmetto Silver Award from the State Department of Education. ADE was also awarded Picturing America, a free education resource of the National Endowment for the humanities distributed in cooperation with the American Library Association.

As an indicator of the quality of our faculty, one of our teachers was named Outstanding Alumni from USC Upstate while three others were added to our list of National Board Certified Teachers.

Students were recognized for their achievements as well. The Student Council continued its leadership by helping both the school and community. This group led our school in a canned food drive, collections for families at Christmas, funding for Zig the Pig, cancer research for children in South Carolina, and sponsored drug and alcohol awareness during Red Ribbon Week. The Green Team, our environmental club, sponsored several recycling drives from calendars to old tennis shoes to help lessen ADE's carbon imprint on the environment. Six of our students were named to the South Carolina Honors Choir and performed with other honorees at the South Carolina Music Educators Conference in February.

Through the efforts of our PTA and SIC, special activities for students, workshops for parents, and additional avenues for stakeholders to gain ownership in ADE evolved through the dedicated efforts of active volunteers and parents.

ADE diligently has pursued its mission to provide a positive school environment and provide developmentally appropriate learning experiences for all our students. Incorporation of programs such as READ 180, Accelerated Reader, Classworks, literacy groups, Reading Recovery, math manipulatives, classroom science projects, as well as other strategies, has provided all students a chance to learn and grow academically. Field trips to local and nearby venues have expanded our students' learning experiences. We strive to make ADE a place where everyone feels welcome and where everyone can become a part of our community.

Debbie Thomas, Principal
Stephanie Hagerty, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	27	87	63
Percent satisfied with learning environment	96.3%	91.9%	95.2%
Percent satisfied with social and physical environment	100.0%	91.8%	98.4%
Percent satisfied with school-home relations	100.0%	93.1%	96.7%

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	CSI-DELAY
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	310	100	9.9	38.7	51.4	95.2	84.2	82.8	Yes	Yes
Gender										
Male	167	100	10.1	41.1	48.7	95.6	80.9	79.3	N/A	N/A
Female	143	100	9.7	35.8	54.5	94.8	87.7	86.5	N/A	N/A
Racial/Ethnic Group										
White	165	100	3.1	30.4	66.5	97.5	93.9	89.5	Yes	Yes
African American	133	100	19.8	48.8	31.4	91.7	80.1	73.7	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	96.8	92.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	73.2	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status										
Disabled	34	100	48.5	42.4	9.1	72.7	59.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	70	75.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	156	100	18.8	47.2	34	91	79.5	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	310	100	19.5	46.2	34.2	87.7	77.3	78.9	Yes	Yes
Gender										
Male	167	100	20.9	44.3	34.8	86.7	75.2	77	N/A	N/A
Female	143	100	17.9	48.5	33.6	88.8	79.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	165	100	6.8	41	52.2	95.7	91.3	87.2	Yes	Yes
African American	133	100	38	52.9	9.1	76	70.9	66.7	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	96.8	93	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	76.1	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status										
Disabled	34	100	66.7	27.3	6.1	51.5	46.7	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	68	76.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	156	100	34.7	54.2	11.1	77.8	71	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	209	100	21.7	58.6	19.7	78.3	67.4	67.5
Gender								
Male	114	100	22.9	55	22	77.1	68.3	67
Female	95	100	20.2	62.9	16.9	79.8	66.5	68
Racial/Ethnic Group								
White	117	100	8.8	64	27.2	91.2	86.8	79.5
African American	82	100	44	49.3	6.7	56	58.2	50.3
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	83.3	84.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	75	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	25	100	72	24	4	28	34.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	63.2	59.6
Socio-Economic Status								
Subsided meals	99	100	37.4	52.7	9.9	62.6	58.8	55.1

Social Studies

All Students	208	100	16.8	44.9	38.3	83.2	73.4	72.3
Gender								
Male	114	100	18.5	36.1	45.4	81.5	73.7	71.5
Female	94	100	14.8	55.7	29.5	85.2	73.2	73.2
Racial/Ethnic Group								
White	108	100	13.1	36.4	50.5	86.9	86.3	80.7
African American	94	100	22.6	56	21.4	77.4	67.3	60
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	87.5	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	75.5	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status								
Disabled	22	100	N/AV	N/AV	N/AV	28.6	45.7	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	72.7	67.9
Socio-Economic Status								
Subsided meals	109	100	25	54	21	75	66.4	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	310	99.7	19.7	35	45.2	80.3	66.6	70.2	96.7	95.9
Gender										
Male	167	100	23.4	36.7	39.9	76.6	59.4	63.2	96.6	95.7
Female	143	99.3	15.4	33.1	51.5	84.6	74.2	77.5	96.8	96.2
Racial/Ethnic Group										
White	164	100	9.3	32.3	58.4	90.7	84.2	79.1	96.8	95.8
African American	135	99.3	35	38.2	26.8	65	58.5	57.6	96.6	96
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	88.2	86.2	97.2	97.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	63.4	62.6	97.4	95.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	68.7	94.2	93.7
Disability Status										
Disabled	34	100	72.7	21.2	6.1	27.3	19.5	26.1	96.1	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	56.9	61.2	97.9	96.1
Socio-Economic Status										
Subsidized meals	154	99.4	33.1	40.7	26.2	66.9	57.6	58.9	96.3	95.6

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	114	100	13.3	28.6	58.1	86.7
	4	107	100	8.9	42.6	48.5	91.1
	5	89	100	7	46.5	46.5	93
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	114	100	21.9	37.1	41	78.1
	4	107	100	19.8	50.5	29.7	80.2
	5	89	100	16.3	52.3	31.4	83.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	57	100	24.5	50.9	24.5	75.5
	4	107	100	22.8	61.4	15.8	77.2
	5	45	100	15.9	61.4	22.7	84.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	57	100	15.1	37.7	47.2	84.9
	4	107	100	14.9	48.5	36.6	85.1
	5	44	100	23.8	45.2	31	76.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	114	100	19.8	29.2	50.9	80.2
	4	106	100	19.8	41.6	38.6	80.2
	5	90	98.9	19.5	34.5	46	80.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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